DOCUMENT RESUME

ED 172 875 JC 790 415

AUTHOR	Iwanaka, Ken; And Others
TITLE	Guidelines in Career Development in Hawaii's Community Colleges.
INSTITUTION	Hawaii Univ., Honolulu. Community Coll. System.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	504A970003
PUB DATE	Jan 79
GRANT	G-09-77-00087
NOTE	64p.
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; Career Awareness; Career Choice; *Career Development; *Career Education; Career Exploration; Career Planning; Citizenship Responsibility; Community Colleges; Cooperative Planning; Elementary Education; Individual Development; *Interpersonal Competence; Junior Colleges; Occupational Guidance; Secondary Education; *Self Actualization; Statewide Planning
IDENTIFIERS	Hawaii

ABSTRACT

In order to facilitate the lifelong process of career development and to integrate the resources of the public educational institutions in Hawaii, the goals and learner objectives for the state's community colleges were developed in consonance with those of the Hawaii Career Development Continuum for grades K-12. The four major goals for career development are to help the individual: (1) achieve self-realization through the development of communication skills, clarification of personal values, and development of skills in decision-making and goal-setting; (2) establish and maintain healthy social relationships; (3) maintain economic efficiency as a producer and consumer of goods and services; and (4) fulfill civic responsibilities. Subgoals and learner objectives were developed for each of the major goals at three functional levels--awareness, accommodation, and action. The study report presents in a chart the goals, subgoals, and specific skills and activities that should be successfully accomplished at each of the following grade level units: K-3, 4-6, 7-9, 10-12, 13-14. Additionally, the rationale for extending the Career Development Continuum to the community college level and underlying assumptions about the nature of career development and about effective implementation strategies are presented. (DR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED172875

UNIVERSITY OF HAWAII
COMMUNITY COLLEGES

GUIDELINES IN CAREER DEVELOPMENT

IN

HAWAII'S COMMUNITY COLLEGES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Off. of the Chancellor
for Community Colleges
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JANUARY 1979

PROJECT FUNDED BY THE EDUCATION PROFESSIONS DEVELOPMENT ACT
PART F SECTION 553

CONDUCTED UNDER
PROJECT NO. 504A970003
GRANT NO. G-09-77-00087

The project present or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of education, no official endorsement by the U.S. Office of Education should be inferred.

JC 790415

OFFICE OF THE CHANCELLOR FOR COMMUNITY COLLEGES

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	*i*
INTRODUCTION	1
RATIONALE	2
GOALS, SUBGOALS, AND OBJECTIVES	8
BIBLIOGRAPHY	35

ACKNOWLEDGMENTS

With the assistance of Title III (Developing Institutions) funds the career guidance committee members of the community colleges have developed these guidelines.

Individuals who participated in the preparation of these guidelines include:

Hawaii Community College

Ken Iwanaka

Honolulu Community College

Raymond Folen
Ronald Kaneshiro
Annie Yamada
Beng Poh Yoshikawa

Kapiolani Community College

Isao Matsumura
Barbara Nomura

Kauai Community College

Earl Nishiguchi

Leeward Community College

Edward Colozzi
Sharon Wong Kazama
Dick White

Maui Community College

Lillian Kobayashi

Windward Community College

Neal Joseph

Office of the Chancellor for Community Colleges

Kenneth Kunisaki

Consultant

Charles Southward, Dean
Student Services
San Jose City College

Special appreciation is also expressed to Dr. Samson Shigetomi, Office of the State Director for Vocational Education, for the allotment of federal funds that made it possible for the publication of this document.

INTRODUCTION

This document is intended to provide a conceptual framework for career development in Hawaii's Community Colleges. It represents an initial effort toward a planned and integrated system of career development.

Career development does not terminate at the 12th grade, but is a lifelong process of individual development. To facilitate this on-going process and to integrate the resources of our public educational institutions, the goals and learner objectives for Hawaii's Community Colleges have been developed in consonance with those of the Hawaii Career Development Continuum for grades K-12. However, it is firmly recognized that entering community college students are by no means homogeneous in their career development needs and skills. Some are exploring their career goals while others are in college to implement their career plans. Then there are those who are engaged in reassessment, retaining, upgrading, changing careers, and expanding avocational interests. Rather than providing a lock-step progression of experiences, the career development process at the community college is conceived of as "a broad freeway with convenient exits and reentries as interests and needs change."

RATIONALE

Throughout America and the industrialized world in general, governments are attempting to provide greater social equality through increased access to education. One result is the whetting of appetites for good jobs among those with educational qualifications. Who are these people? They are our current crop of high school graduates and community college students. They will represent a major portion of our work force during the 1980's and 1990's. But the work force will also be composed of many people over the age of 35 many of whom might not even have graduated from high school. The number of adults enrolled in continuing education nationally has skyrocketed from roughly 6.5 million in the late 1940's to over an estimated 25 million today, about three times the population of New York City. Many of these adults are seeking out our community colleges for intellectual stimulation and pleasure or as a means of assisting them in such pursuits as career changes, promotion, or professional improvement.

Higher education today can be said to be serving a more diverse group of students in terms of age, ability and interest than ever before. Many of today's students and certainly tomorrow's students increasingly will expect an economic return on their educational investment. But many persons are also beginning to look for jobs that offer more than just money. Young people today state that they desire an opportunity to grow and learn in challenging employment situations that are satisfying to self and of benefit to society. In a discussion on underemployment, James O'Toole states that "significantly, the desire for jobs offering intrinsic rewards has increased over the past five years, even in the face of a tightening job market" (O'Toole, 1975).

It may be concluded that an increase in educational attainment will also bring about an increase in worker expectations. However, in its 1978-79 edition of the Occupational Outlook for College Graduates, the Bureau of Labor Statistics predicts that about a quarter of all college graduates between 1976 and 1985 will have to take jobs that previously did not require a college degree. The agency predicts that in this period about 10.4 million college graduates will compete for 7.7 million jobs traditionally filled by college graduates. This means that approximately 2.7 million, or 25% of the total will have to do with other, less-satisfying jobs. This apparent disjunction between educational attainment and appropriate employment has the potential for serious social, political and economic problems. What begins to take shape is a major problem of not unemployment but rather underemployment, a state in which individuals are working at less than their full productive capacity.

One begins to get a picture of a very diverse group of persons taking advantage of our educational system and graduating with at least one year and very often, four or more years of college. These people have higher expectations about the type of employment they may wish to obtain, and yet many of them may run head on to what O'Toole called underemployment. While there may be no sure-fire solution to this complex problem, there is definitely the increased need to equip individuals in our society with the competencies to realistically and creatively generate and select career options and satisfying lifestyles. A national survey (Prediger, Roth and Noeth, 1974) revealed that three-fourths of those soon to enter college expect to receive career planning assistance.

The Department of Education has published the Hawaii Career Development

Continuum K-12. The continuum includes assumptions about learners, the nature of career development, effective interventions, and the environment. The continuum suggests that students should have passed through the awareness, exploration, pre-preparation, and sometimes the placement stages at the point of high school graduation. The reality of the situation, recognized by all practitioners, is that many community college students may still be in the "awareness" stage whether because of a first career encounter or a major career change. Thus, each individual must be met at the juncture in his/her development that is most appropriate.

Our rapidly expanding community college system in Hawaii has developed dramatically as reflected in enrollment gains during the past thirteen years from 2,411 in 1965 to 20,773 in 1978. In a recent review of four successive semesters of data obtained from an orientation inventory of approximately 5,500 entering students at one of Hawaii's largest community colleges, responses indicated that 75 to 80 percent were working at least part time while attending college (Office of Institutional Research, LCC, 1976, 1977, 1978). It seems evident that work plays an important part in the lives of many of the students.

The responses also indicated that 13 percent of the students responding stated that while they had chosen to enroll in the vocational-technical-occupational program, they were undecided about their career choice. When asked if their selection of a vocational education program was for the purpose of changing careers, 33 percent of those responding indicated the affirmative. In the same survey, of those students who indicated they had selected the general education program, almost 48 percent of those responding stated they either "might transfer," or

"might enter an occupational program" or were simply "undetermined" about their future plans. Finally, of those students indicating a selection of the liberal arts program, 26 percent of those responding stated they were "undetermined" with regard to their major subject.

If it can be said that students throughout the community college system may be similar to those students responding to the survey discussed, one begins to see a need for an effective, comprehensive, career development system integrated with business and industry and the efforts of the DOE, and reflecting the diverse needs of the clientele attending our community colleges. The implementation of such a program requires the cooperation and collaboration of faculty members (both vocational education and liberal arts), counselors, administrators and members of the community.

Richard Kosaki once stated that "the community colleges have accomplished their primary aim: to provide citizens of Hawaii with more accessible, more diverse, and more appropriate opportunities in postsecondary education" (Kosaki, 1974). The role of career development seems to be relevant to the real success of that aim, and to have it interwoven into the fabric of our curriculum will be our challenge as community college educators.

Assumptions about the Nature of Career Development

The following assumptions are made about the nature of career development:

1. Career development is a continuous process, beginning from infancy and continuing throughout life.
2. Career development is person-centered.
3. It is rooted in the recognition that individuals differ in their values, interests and abilities.

4. It is concerned with all factors and conditions which contribute to or militate against the acquisition of values, attitudes, knowledge and skills and their implementation in satisfying and productive work and life roles.
5. The career development of an individual is not a linear sequence of development; it is an interactive process involving the changing nature of both the individual and the environment.
6. Career development is a lifelong process through which an individual develops and implements his/her self-concept via
   a. achieving self-realization
   b. becoming economically efficient as producer and consumer of goods and services
   c. establishing and maintaining healthy social relationships at work and leisure-time activities, in the family and in the community
   d. fulfilling civic responsibilities at work in the community.

Assumptions about Effective Implementation Strategies in Career Development

The following assumptions are made about effective strategies in implementing career development in the community college:

1. The focus of intervention strategies is on development rather than crisis.
2. An integration of learning activities and experiences via a planned and systematic process will optimize individual career development.
3. Central to the implementation of career development is the focus on the interaction of academic education, vocational education, counseling, personal development, and work experience.

4. The implementation of career development is dependent on collaborative and focused relationships among faculty, counselors, administrators, personnel from business, industry, and community.
5. Effective intervention strategies take into account the changing nature of the individuals and the environment.
6. Rather than restricting individuals to a prescribed sequence of learning experiences, the career lattice model will allow individuals the flexibility of branching to different career development experiences as needed. It will also enable individuals to be engaged in a combination of experiences and processes at any given time.
7. When career development courses are infused in all courses, individuals gain a sense of social, economic, and political interaction and cooperation, and are assisted in developing attitudes, knowledge and skills for the life roles of citizen, earner, consumer and learner.
8. Effective career development interventions include the identification and reduction of barriers that inhibit career options such as sex-role stereotyping.
9. The provision of staff orientation and development is an important aspect of implementation.
10. Incorporated in an effective career development system is a mechanism for continuous feedback, ongoing analysis of that feedback and a means for adjusting and changing the system where appropriate.

GOALS, SUBGOALS, AND OBJECTIVES

The four areas of individual growth which contribute to an individual becoming a fully functioning person constitute the four major goals of career development. The goals of career development are for each individual.

1. ...to achieve self-realizat through development of communication skills, clarification of personal values, and development of skills in decision-making and goal-setting.
2. ...to be able to establish and to maintain healthy social relationships at work and leisure-time activities, in the family and in the community.
3. ...to be capable of maintaining economic efficiency as a producer and consumer of goods and services.
4. ...to be able to fulfill civic responsibilities at work and in the community (Ryan, 1974).

Subgoals and learner objectives have been developed for each of the major goals of self-realization, economic efficiency, civic responsibility and social relationships. The learner objectives represent the three functional levels of awareness, accommodation and action. At the awareness level, the learner manifests knowing. She/he may demonstrate that she/he has learned by listing or stating facts or information. At the accommodation level, the learner demonstrates that she/he has internalized the learning; her/his task requires comprehension or understanding of information and may include the beginning of decision-making. At the action level, the learner does something which demonstrates that she/he can utilize the learnings at the awareness and accommodation levels. Awareness precedes accommodation and accommodation precedes action. In logical decision-making, the learner

does not take action until she/he is aware of the facts and understands the interrelationships of these facts as they affect her/him.

While learner objectives have been specified for each subgoal, they have to be translated and adopted to institutional and individual needs; they are intended to serve as a base from which learning experiences may be generated to facilitate individual career development and learning styles.

HAWAII CAREER DEVELOPMENT CONTINUUM - GOALS AND SUBGOALS

Goals	Subgoals
Develop capabilities for achieving self-realization through self-understanding and decision-making.	Develop: 1. Skills of self-appraisal 2. Awareness and understanding of self 3. Understanding of decision-making process 4. Competence in decision-making, risk-taking, value clarification, goal setting 5. Insight into relationship of work to lifestyle 6. Appreciation of individual differences in interests, values, attitudes, skills, abilities
Develop capabilities for establishing and maintaining healthy social relationships.	Develop: 1. Interpersonal skills Improve appreciation of: 1. Social roles 2. Cooperation 3. Community workers 4. Flexibility and adaptability 5. Interdependence of occupational roles
Develop capabilities for being economically efficient as producer and consumer of goods and services.	Broaden knowledge of: 1. Occupations: Their organization, operations, end products, role in community and world 2. Kinds of occupations and employment opportunities 3. Resources for training and self-improvement 4. Relationship of education and work 5. Value of work
Develop capabilities for carrying out civic responsibilities at work and in the community.	Promote understanding of: 1. Rights, privileges and responsibilities concerning job, home, community 2. Benefits accruing to individual and group through participants 3. Importance of societal rules and mores 4. Relationship of responsibilities, rewards and leisure Increase: 1. Effective use of resources 2. Understanding of relationship of work to environment 3. Participation and enjoyment in community activities

HAWAII CAREER DEVELOPMENT CONTINUUM

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
1. Acquire skills of self-appraisal.	Each learner will be able to list or describe three personal attributes.				Each learner will be able to identify his/her interests, skills, and values by integrating knowledge about himself/herself from work and school experiences and self-exploration.
	Each learner will be able to tell the subject matter areas in which his/her performance is above average.	Each learner will be able to describe his/her performance in each subject matter area.	Each learner will be able to identify different types of physical work demanded by a variety of jobs, and assess his/her present level of skill development.	Each learner will be able to show that he/she knows the vocabulary for use in various situations and can assess his/her performance in communication skills related to specific job requirements.	Each learner will be able to evaluate, and if necessary to change his/her career choices to reflect her/his current interests, skills, values, and goals.
	Each learner will be able to give an example of personality variables about himself/herself.	Each learner will be able to list or describe three personality variables about himself/herself.	Each learner will be able to complete his/her individual profile, and will be able to tell his/her major interests, aptitudes, and values.	Each learner will be able to complete a career preparation plan which is realistic in terms of a) his/her qualifications and b) existing opportunities.	Each learner will be able to compare his/her interests, skills, and values with those listed in occupational information sources as appropriate for that occupation.
	Each learner will be able to list or describe one unique personal characteristic.				

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
2. Develop awareness and understanding of self.	Each learner will be able to list or describe likes, dislikes, strengths and weaknesses.	Each learner will be able to list or describe one personal strength and one personal weakness. Each learner will be able to describe a method of strengthening a personal weakness. Each learner will be able to list or describe two reasons for knowing one's strengths and weaknesses.	Each learner will know ways of improving his/her behaviors and attitudes. Each learner will gain knowledge of his/her likes and dislikes and strengths and weaknesses.	Each learner will be able to demonstrate that he/she understands the relationship of personal factors to careers. Each learner will be able to describe the meaning of maximizing one's potential.	Each learner will be able to identify and acknowledge her/his personal limitations, her/his strengths and her/his potential assets. Each learner will be able to define target behaviors he/she wishes to develop or strengthen, and to formulate systematic plans to accomplish his/her goals. Each learner will be able to describe his/her feelings of self-esteem and how they can maximize his/her autonomy in career decision-making

-12-

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
3. Develop understanding of decision-making process.	Each learner will be able to give an example of making a decision.	Each learner will be able to list or describe the steps involved in making decision.	Each learner will be able to understand that people have to make decisions, and that decision-making is important to successful and satisfying living. Each learner will be able to name factors that influence a career choice.	Each learner will be able to accept responsibility for his/her decisions. Each learner will be able to list and rank-order criteria for his/her career.	Each learner will be able to explain the underlying assumptions in the decision-making process in terms of expected outcomes and the values assigned to the outcomes. Each learner will be able to explain career decision-making as a process occurring within the context of several decisions in her/his life time. Each learner will be able to illustrate the decision-making process using a systematic decision-making model.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
4. Acquire skills of decision-making, risk-taking, value clarification, and goal-setting.		Each learner will be able to list or describe sequence of career development.	Each learner will be able to demonstrate knowledge of basic activities involved in educational and career planning.	Each learner will be able to assume responsibility for making a career choice.	In selecting or re-evaluating her/his career, each learner will be able to use a systematic decision-making process in making choices
		Each learner will be able to list two occupations in which he/she is interested.	Each learner will be able to tell the value and consequences of several career choices open to him/her.	Each learner will be able to show what is required for placement in post-secondary employment, further education, or both.	In considering available alternatives in a given situation, each learner will be able to identify the risks entailed in each alternative, evaluate the probability of success (as defined) with each alternative, and use the information to narrow down his/her alternatives.
		Each learner will be able to list two occupations in which he/she has no interest.			Each learner will be able to rank his/her values, and relate them to his/her career alternatives
					In improving personal skills, each learner will formulate specific and attainable goals and facilitate the accomplishment of goals via such strategies as behavior practice, pacing and self-reinforcement.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
5. Develop understanding of the relationship between work and life style.	Each learner will be able to give an example of the way work relates to the way one lives.	Each learner will be able to list or describe ways in which working relates to the way one lives.	Each learner will be able to show that he/she understands that an individual's occupation can influence one's life style and that a preferred life style may influence one's occupational choice.	Each learner will be able to name the possible needs of a given life style and list several occupations which will satisfy these needs.	Each learner will be able to identify and describe elements of his/her preferred life style and show how these factors influence his/her career decisions.
	Each learner will be able to give an example of the way in which his/her attitudes relate to school performance.	Each learner will be able to list or describe ways in which his/her attitudes relate to school performance.	Each learner will be able to identify different personal characteristics which affect performance in a job or hobby.	Each learner will be able to derive satisfaction from work/educational experience.	Each learner will be able to list several occupational fields which will satisfy priority needs and values in his/her life.
	Each learner will be able to tell how his/her study habits relate to school success.	Each learner will be able to list or describe ways in which his/her study habits relate to school success.	Each learner will be able to describe the way in which volunteer services affect life style.	Each learner will be able to list or describe the way changes in life style are caused by occupational advancement.	With reference to her/his occupational choices, each learner will describe how occupational advancement will affect the life style in each case.

Goal: Developing Capabilities for Achieving Self-Realization Through Self-Understanding and Decision-Making.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
6. Develop appreciation for individual differences in interests, values, aptitudes, skills, abilities, and attitudes.	Each learner will be able to describe or define ways in which he/she is different from other persons.		Each learner will know of existing and changing values of various ethnic and religious groups.	Each learner will be able to show that he/she knows that different people have feelings of dignity and worth for different reasons.	Each learner will be able to identify existing and changing values of some sub-groups within Hawaii's population. Each learner will be able to analyze interaction in a group or activity to indicate how participants with different interests, values, aptitudes, skills, abilities, and attitudes can contribute to the functioning of the group. Each learner will be able to show that the variety of occupations in the world of work need and can satisfy individuals with different interests, values and skills.
	Each learner will be able to list one difference between himself/herself and another person in each of the following areas: 1) interest, 2) abilities, 3) aptitudes, 4) values, 5) attitudes.		Each learner will be able to understand and appreciate unique values and standards of cultural groups.	Each learner will be able to show self-insight by stating ways in which he/she differs from others.	
			Each learner will be able to identify five ways in which people differ.		

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
1. Develop understanding of rights, privileges, and responsibilities on the job, in the home, and in the community.	Each learner will be able to give an example of one way in which work requires responsibility.	Each learner will be able to list or describe ways in which work requires responsibility.	Each learner will be able to show that individual responsibility is related to the success of a group project.	Each learner will be be able to show that he/she knows the rights and responsibilities which he/she has to the society in which he/she lives.	Each learner will be able to identify her/his rights, privileges and responsibilities in specific situations on the job, in the home, and in the community. Given a series of situations on the job, in the home, and in the community, each learner will be able to demonstrate skills in knowing when and how to stand up for his/her legitimate rights without violating the rights of others. Given situations on the job, in the home, and in the community, each learner will be able to make appropriate decisions and to assume responsibility for the consequences based on an understanding of his/her responsibilities, rights and privileges.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
2. Develop understanding of ways in which participation in civic groups contributes to individual and group goals.	Each learner will be able to participate in a task which contributes to classroom goals.	Each learner will be able to list or describe two ways in which the environment in which he/she lives relates to career and civic groups.	Each learner will be able to state advantages and disadvantages of participation in civic groups.	Each learner will be able to describe the process of participation in one civic action group.	Each learner will be able to substantiate how involvement in a social and community project can contribute to personal and social betterment. Each learner will be able to explain the ways in which interests and skills that are utilized in social and community projects can also be applied to career planning and career change.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
3. Develop understanding of importance of rules in society.	Each learner will be able to list rules for a group of which he/she is a member.	Each learner will be able to list or describe responsibilities of the adult citizen.	Each learner will be able to list reasons for establishment and enforcement of laws within his/her community.	Each learner will be able to show that he/she knows the rules for operation of civic groups--parliamentary and other group procedures, and structures.	Each learner will be able to develop a constructive inquiry for the regulations governing his/her College and the community. Each learner will be able to explain the legal aspects pertaining to her/his roles as worker and consumer.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
4. Develop understanding of relationship between responsibilities and rewards in work and leisure.	Each learner will be able to give an example of the rewards, other than money, which are related to working.	Each learner will be able to list or describe rewards, other than money, which are related to working.	Each learner will be able to describe two ways in which work is of value.	Each learner will be able to describe ways of maintaining economic self-sufficiency in contemporary society.	Each learner will be able to describe the satisfactions he/she derives from leisure activities in relation to his/her investment of time and effort in them. Given a list of occupational fields, each learner will be able to describe the skills and responsibilities required of the workers. Given a list of occupational fields, each learner will be able to relate the skills and responsibilities required of the workers to the economic and social rewards associated with the respective occupations.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
5. Develop capabilities for making effective use of resources and understand relation of environment to work.		Each learner will be able to list or describe the relationship of the environment to a particular job.	Each learner will be able to list or describe three reasons for proper use and conservation of natural and human resources, and name one career which contributes to conservation of these resources.	Each learner will be able to list or describe the relation of occupations to conservation of resources.	Each learner will be able to enumerate ways in which she/he can contribute to the effective use and conservation of resources at home and at work. Each learner will be able to identify and describe a number of occupations that have changed or developed in response to the need to improve human use of the environment. Each learner will be able to apply the holistic concept that the environment includes oneself and the world around.

Goal: Developing Capabilities for Carrying Out Civic Responsibilities at Work and in the Community.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
6. Develop ability to participate in various kinds of civic groups.	Each learner will be able to describe ways in which participation in a group helped him/her.	Each learner will be able to describe ways in which his/her participation in a group contributed to his/her understanding of the responsibilities of citizenship.	Each learner will be able to show that he/she recognizes that personal traits of punctuality and dependability are important factors in facilitating the work of others in an occupational setting or civic group.	Each learner will be able to relate the value of cooperative efforts to the achievement of goals for common good.	Each learner will be able to identify various civic groups in the community. Each learner will be able to analyze the consequences of participation in civic groups. If compatible with his/her values, interests, and life-style, the learner will participate in civic activities involving special talents, interests, and skills which may not be fully challenged in her/his jobs.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
1. Develop interpersonal skills.	Each learner will be able to describe three jobs that people living close to him/her hold, and name one interpersonal skill.	Each learner will be able to describe how interpersonal skills contribute to his/her personal feelings of worth.	Each learner will be able to describe the probable consequences of different types of interpersonal relationships.	Each learner will be able to describe the importance of interpersonal relationships. Given an opportunity to have a job interview with an employer, each learner will be able to demonstrate use of interpersonal skills.	Each learner will be able to relate experiences and testimony of others to indicate that he/she must relate effectively with other people in order to engage competently in his/her vocation. Each learner will be able to communicate her/his ideas and feelings clearly and accurately. In handling interpersonal conflicts, each learner will define the problem, diagnose the causes, generate alternative solutions, and implement a mutually acceptable solution. Each learner will participate in an inter-personal relations group.

Subgoals	Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.				
	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
2. Develop understanding of social roles.	Each learner will be able to list and describe two characteristics of dignity in relation to self and others.	Each learner will be able to describe the role of one significant adult.	Each learner will be able to describe ways that social roles are valuable to him/her.	Each learner will be able to describe various social roles related to groups of which he/she is a member.	Each learner will be able to assess the significance of the social roles she/he has assumed during the past two years in her/his personal development. Each learner will be able to assess the adjustments in social roles which may be necessary for him/her to fulfill his/her social goals.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
3. Develop understanding of cooperation.		Each learner will be able to identify a situation where two or more workers cooperate to produce a product or provide a service.	Each learner will be able to show that he/she understands the benefits of cooperation and interdependence in making a team effort. Each learner will be able to value cooperation as a means to progress.	Each learner will be able to describe ways of working cooperatively with other members of a group.	Each learner will be able to analyze cooperative interaction in a group project to demonstrate that cooperation can maximize effective use of competencies within the group to accomplish mutual goals. Each learner will be participate cooperatively as a team member in a class or community group project.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
4. Develop understanding of community workers.		Each learner will be able to describe two occupations which contribute to other occupations.	Each learner will be able to describe ways in which occupations are interrelated.	Each learner will be able to list and describe occupations in the Public Service cluster.	Each learner will be able to describe occupations in the Public Service cluster in terms of a) the services provided and their values to the community b) the type of life styles associated with the occupations c) the entry level training and education required. Each learner will relate his/her skills, aptitudes, and values and lifestyles to skills aptitudes, and values associated with occupations in the Public Service Cluster.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
5. Develop appreciation for flexibility and adaptability in social relationships.	Each learner will be able to list two feelings his/her father or mother has about his or her work.	Each learner will be able to describe or define work in two different ways.	Each learner will be able to describe ways in which one member can adapt to facilitate group action.	Each learner will be able to describe ways in which he/she has altered a social role over a period of time.	Each learner will be able to identify special needs and characteristics of subgroups within Hawaii's population.
			Each learner will be able to accept the value of change.	Each learner will realize that a variety of roles contribute to his/her development as a person.	Each learner will be able to define different social situations and to describe appropriate ways of behaving in accordance with her/his role in the situations.

Goal: Developing Capabilities for Establishing and Maintaining Healthy Social Relationships.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
6. Develop understanding of interrelatedness of occupational roles.	Each learner will be able to give an example of one job which contributes to or is related to another job.	Each learner will be able to describe one job which contributes to or is related to another job.	Each learner will be able to describe ways that groups or individuals have helped him/her or contributed to the meeting of his/her needs.	Each learner will be able to list the values which have accrued to him/her from group membership and discuss these in terms of feelings about himself/herself.	Each learner will be able to analyze occupations to show that most occupations involve more than one work role (e.g. working with people, working with data, working with things) though one role may be more important than the others. Each learner will be able to explain the way the interrelatedness of occupations may be used to facilitate the natural progress of types of work in the individual's career.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
1. Develop understanding of variety of occupations, interrelatedness of occupations, and knowledge of occupational classification and job descriptions.	Each learner will be able to list or describe types of workers in the community.	Each learner will be able to list or describe types of workers in the community or in the school.	Each learner will be able to identify contributions of the community workers, and classify them into the following categories: working with data, and working with people.	Each learner will be able to describe one job and name one occupational cluster.	By reference to different occupational classifications, each learner will be able to demonstrate that occupations can be grouped in various ways according to their similarities and their differences and according to different dimensions.
	Each learner will be able to list or describe two occupations which are production-oriented and two which are service-oriented.	Each learner will be able to list or describe two ways to classify occupations.			Given her/his list of occupational choices, each learner will be able to classify them in terms of the satisfactions they fulfill and the work activities involved, e.g., working with data, people, things; job characteristics; interest patterns of workers.

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
2. Develop understanding that occupations exist for a purpose and contribute to the dignity of the individual.	Each learner will be able to describe ways in which work provides opportunities for enhancing dignity of self and society.	Each learner will be able to describe one occupations which has an effect upon a portion of society and contributes to individual growth.	Each learner will be able to identify ten community workers who contribute to the dignity of the individual.	Each learner will be able to relate feelings about the value of home, community, and state workers to individual well-being.	Each learner will be able to list five values that contribute to his/her social responsibility and self-satisfaction. With reference to his/her occupational choices, each learner will be able to analyze the role of work in contributing to the social responsibility and self-satisfaction of the individual.

-30-

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
3. Develop appreciation for the value and worth of work, appreciate the contribution of occupations to society and the economy, and appreciate that work means different things to different people.	Each learner will be able to tell how one worker in the school contributes to the good of society.	Each learner will be able to list or describe two contributions which a specific occupation has made to the improvement of society.	Each learner will be able to list or describe two contributions that workers make to society.	Each learner will be able to explain how one's service contributes to the community.	Each learner will be able to describe how occupations and employment contribute to the social and economic functioning of society.
	Each learner will be able to list one way in which a worker he/she knows contributes to the economic good of the local area.	Each learner will be able to list or describe ways in which a worker he/she knows contributes to the economic good of his/her city, state or nation.	Each learner will be able to develop appreciation for economic rewards from work.	Each learner will be able to describe economic implications of career decisions.	Each learner will be able to identify different motivations people have for working and in specific, his/her own motivations for working.
	Each learner will be able to list or describe three personal reasons why people work.	Each learner will be able to describe or participate in a task which contributes to classroom goals.			

Goal: Developing Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
4. Develop understanding that new occupations develop in response to needs of society.	Each learner will be able to list or describe how an occupation other than his/her father's or mother's is necessary to his/her family existence.	Each learner will be able to list three occupations which have developed within his/her lifetime.	Each learner will be able to list ways in which needs of society relate to the occupational structure and development of new occupations.	Each learner will be able to describe ways in which the needs of society have changed and how the work structure has been altered due to these changes.	Each learner will be able to list five new or recently developed occupations. Through the study of new or recently developed occupations in his/her community, each learner will be able to analyze the relationship between the development of the occupations and the needs of the community.
		Each learner will be able to list or describe one occupation which has been developed for the purpose of fulfilling a need of society.	Each learner will be able to identify community services that exist to meet the present civic needs of his/her community.		

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				13-14
	K-3 →	4-6 →	7-9 →	10-12 →	
5. Develop employability skills.	Each learner will be able to give an example to show two factors necessary for job success.	Each learner will be able to list [illegible] factors necessary for job success.	Each learner will be able to describe two employability skills.	Each learner will be able to list skills adequate for job or educational entry in an area of interest. Each learner will develop the capability of being able to move into a job or further education.	Each learner will be able to define the work habits, human relation skills and attitudes necessary to secure and maintain the occupation of his/her choice. Each learner will be able to locate and use specific job sources such as private and public employment agencies, personal contacts. Each learner will be able to describe creative and imaginative approaches to securing employment. Each learner will be able to prepare letters of application, resumes, and supporting materials tailored to the job applied for. Each learner will be able to demonstrate skills to present the best impression of himself/herself in the interview process.

Each learner will be able to apply her/his training competently and maintain employment.

Each learner will receive training commensurate with her/his occupational choice.

Goal: Develop Capabilities for Being Economically Efficient, as Producer and Consumer of Goods and Services.

Subgoals	Learner Objectives by Levels				
	K-3 →	4-6 →	7-9 →	10-12 →	13-14
6. Develop understanding of the relationship between education and work.	Each learner will be able to list one occupation which requires high school education, one which requires college, and one which required specialized education. Each learner will be able to list or describe occupation which require a specific content, e.g. mathematics as a necessary knowledge.	Each learner will be able to list or describe the educational needs related to a specific occupation. Each learner will be able to describe the content and sequence of education necessary for a specific occupation.	Each learner will be able to list two values of getting prerequisites educational preparation before job entry or job change.	Each learner will be able to list the educational requirements for a specific job.	Each learner will know the course requirements of his/her educational program. With reference to her/his occupational choice each learner will be able to relate dimensions of education to dimensions of employment and responsibility Each learner will plan or adjust his/her educational program to satisfy the entry-level requirements of his/her occupational choice.

BIBLIOGRAPHY

Boyer, E. L. Higher Education Leadership in the 1970's. New York State Association of Junior Colleges Annual Journal, 1972, Vol. III, No.1.

Hawaii Department of Education. Hawaii Career Development Continuum: Curriculum Guide for Grades 10 through 12. Honolulu, Office of Instructional Services, Hawaii Department of Education, 1974.

Kosaki, Richard. Hawaii's Community Colleges--The Past. Journal of the College of Education, 1974, Vol. XIII, No. 2.

Leeward Community College. Orientation Inventory. Honolulu, The Office of Institutional Research, Leeward Community College, 1976, 1977, 1978.

O'Toole, J. The Reserve Army of the Underemployed. Change, 1975.

Prediger, D., Roth, J., & Noeth, R. Career Development of Your: A Narrative Study. Personnel and Guidance Journal, 1974, Vol. 54.

Ryan, T. A. A Career Development Continuum. Honolulu, College of Education, University of Hawaii, 1974.

U. S. Department of Labor Statistics. Occupational Outlook Handbook. Washington, D. C., United States Government Printing Office, 1978.

UNIVERSITY OF CALIF.

AUG 10 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES